

FILOLOGÍA Y DIDÁCTICA DE LA LENGUA

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ANALYSIS AND EXPLOITATION OF
ENGLISH WORD FORMATION
PROCESSES IN THE PRIMARY
CLASSROOM

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* nos ha permitido realizar una propuesta didáctica con actividades que pueden ser realizadas por estudiantes con diferentes capacidades y distintos ritmos de aprendizaje. Dichas actividades están planteadas teniendo en cuenta las motivaciones que pueden tener los alumnos a los que está dirigida la propuesta. Por otra parte, se trata de una puesta en práctica innovadora, ya que contempla un aspecto de la lengua que se trabaja en el aula.

El módulo *didáctico y disciplinar*, particularmente el enfocado a la enseñanza y el aprendizaje de las lenguas, se desarrolla en la elaboración de un trabajo escrito en una lengua extranjera y dirigida al aprendizaje de ciertos elementos de la misma lengua. Esta propuesta muestra una comprensión tanto de las dificultades como de aquellos aspectos que pueden resultar más sencillos de comprender y adquirir por parte de los alumnos. De la misma forma, en la propuesta didáctica presentada, se desarrollan y evalúan varios contenidos del currículo mediante el uso de recursos didácticos apropiados a las características cognitivas de los alumnos. Además, el conjunto de actividades promueve el desarrollo tanto de la competencia lingüística como de otras competencias que los alumnos de educación primaria deben adquirir.

Asimismo, el módulo *practicum* se concreta en la propuesta de aplicación didáctica que presenta el trabajo. A pesar de que esta propuesta no va a poder ser llevada a cabo, se ha desarrollado teniendo en cuenta las observaciones realizadas a lo largo de los diferentes períodos de practicum, tanto los de carácter general como el correspondiente a la mención en lengua inglesa. Las experiencias prácticas vividas en el aula han permitido que las actividades planteadas tengan en cuenta todo el proceso educativo, pero particularmente el de enseñanza-aprendizaje de los alumnos. Del mismo modo, mis actuaciones prácticas en el aula y la posterior evaluación de las mismas me han permitido elaborar las actividades de manera más realista en cuanto a la organización de los grupos, la selección y el diseño de tareas, la evaluación de las mismas, la secuenciación...

Por último, el módulo *optativo*, en este caso la lengua inglesa, es esencialmente el hilo conductor de este trabajo. La importancia del inglés en el aula y en la educación de los alumnos es primordial hoy en día. Pero no sólo se trata aprender inglés de forma automática y sistematizada, sino que también se trata de ser conscientes de todos los

procesos implicados en este aprendizaje, uno de los cuales es el aprendizaje y uso del vocabulario, dentro del cual está enmarcado este trabajo, ya que en definitiva, los procesos de formación de palabras son una vía de enriquecimiento del léxico. Igualmente se han trabajado otros aspectos, como la fonética, teniendo en cuenta no sólo aquellos sonidos que son similares en ambos idiomas, sino que también se le ha prestado atención a los sonidos que no existen en castellano y por tanto son más difíciles de producir. Igualmente, se ha hecho uso de las nuevas tecnologías en el aula, las cuales son un recurso realmente valioso para el aprendizaje y uso de las lenguas extranjeras, ya que permiten una retroalimentación inmediata y aumentan considerablemente la motivación de los alumnos.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “Antecedentes, objetivos y cuestiones”, “Evaluación de la propuesta didáctica” y “Conclusiones”, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

En este trabajo aborda el estudio de la formación de palabras en inglés, en particular a través de procesos como la composición y la afijación. Se pretende explorar que, a pesar de su escasa explotación en el aula, estos procesos de formación de palabras pueden contribuir considerablemente y de manera sencilla al enriquecimiento de vocabulario de los alumnos. Asimismo, pueden mejorar su comprensión lectora y crear una conciencia lingüística, tanto de la lengua inglesa como de su lengua materna. Una vez definidos, explicados y comprendidos estos procesos, se examina su relación con el MCERL y con el currículum de lengua inglesa de educación primaria. Seguidamente se presenta una propuesta didáctica en la que se desarrollan una serie de actividades dirigidas a la explotación de estos procesos de formación de palabras, así como al desarrollo de varias de las competencias que el currículum indica que los alumnos deben alcanzar.

Palabras clave: morfología; prefijación; sufijación; palabras compuestas; enseñanza-aprendizaje de vocabulario

Abstract

This paper explores two English word formation processes: affixation and compounding. As regards the former, we will focus on the use of derivational affixes (prefixes and suffixes) and compounding. These processes, which are not particularly worked in the classroom, are very useful in order to enlarge students' vocabulary, as well as to improve their reading comprehension skills and create both English and Spanish language awareness. Once these processes have been defined, explained and comprehended, we will relate this paper to the European Framework of reference for Languages and the primary national curriculum. With this theoretical background in mind, a didactic proposal is presented, which exposes various activities aimed not only at these processes development, but also at the development of some of the competences which students are expected to achieve.

Keywords: morphology; prefixation; suffixation; compound words; vocabulary learning/teaching

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1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

1.1. Introducción del tema o propuesta

La lengua es uno de los mayores tesoros de los que dispone el hombre. El ser humano, ser social por naturaleza, necesita comunicarse, y si bien es cierto que existen múltiples medios a través de los cuales la comunicación puede hacerse efectiva, el vehículo de comunicación más eficaz y preciso para conseguir lograr esta comunicación es la lengua.

En la actualidad es indispensable aprender y dominar al menos una lengua extranjera (generalmente el inglés) que nos permita poder desenvolvernó en una sociedad en la que se ha alcanzado un alto nivel de desarrollo económico y cultural en el que no podríamos desenvolvernó si no fuéramos capaces de comunicarnos en la misma lengua.

Pero, ¿en qué consiste saber una lengua? ¿Consiste en la adquisición de unos conocimientos básicos que nos permitan expresar nuestras ideas de forma sencilla y ser entendidos? ¿Hasta qué punto es necesaria una correcta estructuración gramatical de las frases? ¿Cuántas palabras necesitamos conocer para poder comunicarnos?

Si bien es cierto que con una comprensión y utilización básica del léxico, la morfología y la gramática es suficiente para poder comunicarnos, el grado de éxito de esta comunicación será mayor cuanto mayor sea el conocimiento de todos estos aspectos que forman parte y dan sentido a una lengua.

El léxico es una parte fundamental de las lenguas. La riqueza de vocabulario, la variedad de léxico del que una persona dispone y su correcta utilización, conlleva una comunicación con éxito. Cuanto mayor sea el vocabulario del que una persona dispone, mayor será su capacidad de expresar de forma precisa sus ideas, opiniones, pareceres, su visión del mundo...

Y, ¿cómo podemos enriquecer nuestro léxico? ¿Cómo podemos hacer que ese tesoro de términos léxicos aumente? Es aquí donde yace el interés de este trabajo. La formación de palabras mediante fenómenos como la sufijación, la prefijación y las

palabras compuestas nos permite que conociendo la raíz de una palabra podamos formar muchas más palabras tan sólo añadiéndole distintos morfemas.

Esta explicación nos induce a hablar de la morfología, una parte de las lenguas cuyo estudio y enseñanza se considera bastante tradicional y actualmente, debido a los diferentes programas y metodologías que están siendo llevados a la práctica, puede no ser vista de forma muy positiva. Sin embargo, y a pesar de que estos argumentos tienen un gran peso, no se debe ignorar el hecho de que la morfología es un gran instrumento que nos permite formar muchísimas palabras, lo que en un futuro permitirá a los alumnos ampliar considerablemente su vocabulario.

Elisabet Areizaga (2000, p.137) defiende que hoy en día la enseñanza de las lenguas extranjeras, especialmente del inglés, está siendo abordada desde el punto de vista del enfoque comunicativo, un movimiento que supone una ruptura con los métodos tradicionales debido a que su concepción del lenguaje va más allá de la mera construcción de oraciones correctas e incorpora elementos pragmáticos, sociolingüísticos y discursivos. Además, el enfoque comunicativo se postula como una orientación hacia el desarrollo de la competencia comunicativa, en la que el aula es vista como un espacio de comunicación donde el lenguaje es objeto y herramienta de enseñanza-aprendizaje. el Elisabet Areizaga Orube. Didáctica de la lengua en educación infantil y primaria

Sin embargo, es preciso considerar que se puede integrar la morfología dentro de este enfoque comunicativo, ya que está estrechamente relacionada con el léxico, la comprensión escrita, la comprensión lectora y la pronunciación, todos ellos imprescindibles a la hora de lograr desarrollar la competencia comunicativa. Asimismo, cuantas más estrategias morfológicas desarrollen los alumnos, mayor será su capacidad para utilizar las palabras adecuadas, formar nuevas clases de palabras a partir de una ya conocida, inferir el significado de palabras desconocidas, mejorar su ortografía, mejorar su pronunciación y alcanzar un nivel más alto de comunicación.

Es por ello que a lo largo de este trabajo se va a tratar de ver la morfología como un aspecto de la lengua que capacitará al alumno para adquirir ciertas habilidades que le ayuden a desarrollar la competencia lingüística. La propuesta que se expone en este trabajo presenta una serie de actividades integradas en el aula y que están pensadas

para ayudar a los alumnos a adquirir y desarrollar un conjunto de destrezas que le ayuden a ser capaz de formar nuevas palabras, así como de reconocer una serie de prefijos y sufijos que afectan a la función y al significado de las palabras, para así ser capaces de identificar no sólo qué clase de palabra es, sino también cuándo y cómo utilizarla.

Tras muchos años estudiando inglés como lengua extranjera he llegado a un punto de conciencia lingüística que me ha hecho ser consciente de cuán importante es aprender a formar nuevas palabras a partir de otras conocidas, y qué fácil resulta si además, como es el caso, contamos con la ventaja de compartir numerosos prefijos y sufijos de origen clásico.

Bajo mi punto de vista, si intentamos crear esta conciencia en los alumnos desde que son pequeños y tratamos de animarles a trabajar este aspecto de la lengua durante su aprendizaje, conseguiremos que sean capaces de enriquecer su vocabulario, además de reflexionar sobre su propio aprendizaje y comparar y reflexionar sobre el funcionamiento de la lengua extranjera a partir de las lenguas que ya conocen.

1.2. Objetivos

Mediante la realización de este trabajo pretendo conseguir alcanzar los siguientes objetivos.

En primer lugar, aspiro profundizar en el estudio de la formación de palabras y las palabras compuestas de la lengua inglesa. Este objetivo incluye una reflexión sobre las ventajas que supone para los alumnos trabajar estos procesos.

En segundo lugar, deseo analizar qué tipos de morfemas derivativos son los más utilizados en la lengua inglesa durante el tercer ciclo de educación primaria. Este trabajo no es tan sólo un estudio de los procesos de formación de palabras en la lengua inglesa, sino que se trata de que, una vez realizado este estudio, se pueda llevar a la práctica una propuesta didáctica en un aula de primaria.

Para concluir, el último objetivo trata de elaborar una propuesta didáctica que pueda ser llevada en un futuro a la práctica y que contribuya al desarrollo de la competencia lingüística, haciendo especial énfasis en los procesos de formación de palabras

analizados previamente en profundidad: prefijación, sufijación, y formación de palabras compuestas.

1.4. Cuestiones

En cuanto a las cuestiones previas planteadas y que van a ser abordadas en este trabajo podemos resumirlas en:

- ¿Cuál es el papel de la morfología en el desarrollo de la competencia comunicativa de la lengua inglesa?
- ¿Cómo se trabajan actualmente los procesos de formación de palabras en el aula?
- ¿Existe una verdadera relación entre un desarrollo de las habilidades implicadas en la formación de palabras y una mejora en otros aspectos de la lengua como por ejemplo la comprensión lectora?

1.3. Sentido y vinculación con los contenidos del grado de maestro en Primaria

Este trabajo tiene su relación con los contenidos del grado de maestro en Primaria en cuanto a que está basado en la enseñanza de uno de los aspectos de la lengua Inglesa, que es la morfología.

Durante grado de maestro se cursan tanto asignaturas dirigidas a la enseñanza del inglés como lengua y como asignaturas enfocadas a la didáctica del inglés.

Con respecto las primeras, podemos decir que este trabajo contempla muchos contenidos trabajados en esta asignatura. Por un lado, nos encontramos con que la morfología, especialmente la formación de palabras mediante procesos como la afijación y la composición, está directamente relacionada con la adquisición del vocabulario, que es uno de los aspectos más importantes trabajados en el aula de inglés.

Así como en los libros de texto de educación primaria no se presentan actividades dirigidas al trabajo de los sufijos y los prefijos, en el grado de educación primaria sí que las encontramos (ver figura 1). Es importante que los maestros tengan un dominio de los aspectos morfológicos que van a trabajar más tarde en clase, ya que si no el

aprendizaje de los alumnos no será el esperado, así pues, es esencial que estos contenidos sean trabajados en el grado.

VOCABULARY & PRONUNCIATION

word building: abstract nouns; word stress with suffixes

An abstract noun is one which is used to express an idea, a concept, an experience, or a quality, rather than an object. Thus *embarrassment* or *memory* are abstract nouns, whereas *bed* or *trousers* are not. Some abstract nouns are uncountable in English, but may not be in your language, e.g. *knowledge*.

Make abstract nouns from the words below and put them in the right columns.

adult	afraid	ashamed	believe	bored	celebrate	child	compete
dead	free	friend	happy	hate	imagine	ill	kind
lose	member	neighbour	partner	poor	relation	sad	wise

+hood	+ship	+dom
adulthood childhood neighbourhood motherhood	friendship partnership relationship membership	freedom wisdom boredom sardom serfdom?

+ness	+tion	word changes
illness happiness sadness kindness	friendliness imagination competition celebration	shame belief death hatred los poverty fear

2.5 Underline the stressed syllable in these words. Listen and check.

Which ending(s) cause(s) a change in stress?

1 adult adulthood

4 free freedom

2 celebrate celebration

5 happy happiness

3 compete competition

6 relation relationship

care {ful / less} ness

Delicate → delicacy
/ə'tet/

With a partner, guess which of the abstract nouns in **a** is missing from

Figura 1. Word building exercise (New English File).

En relación con las asignaturas de didáctica de la lengua inglesa, han permitido elaborar la propuesta didáctica, ya que son asignaturas que ofrecen una aplicación práctica de la teoría estudiada, y desarrollan muchas actividades y juegos muy valiosos para llevarlos a cabo en el aula.

Además, la asignatura de CLIL cursada en el módulo optativo, me ha permitido desarrollar una visión más didáctica del trabajo. Asimismo, me ha dado la oportunidad de poder relacionar los contenidos morfológicos aplicados en la enseñanza del inglés

como asignatura con otros contenidos trabajados en asignaturas que siguen el modelo CLIL. Por ejemplo, el tema de los oficios es uno de los temas que habitualmente se trabajan en sciences, y que puede dar mucho juego a la hora de trabajar con los sufijos -er, -ist, -ian y las palabras compuestas.

Por otro lado, la asignatura de “Nuevas tecnologías aplicadas a la enseñanza del inglés”, es una gran fuente de recursos electrónicos realmente útiles para el aula. Sin embargo, debido a las limitaciones de tiempo, apenas se han podido desarrollar en la propuesta actividades basadas en la creación de recursos digitales como Wikis, WebQuests u otras aplicaciones que trabajamos en ese módulo.

La “Fonética de la lengua inglesa” es otra de las asignaturas relacionadas con este trabajo. Como se podrá comprobar, a pesar de no ser el objetivo principal de este trabajo, en la aplicación práctica elaborada se tienen en cuenta aspectos fonéticos de la lengua: producción de sonidos, acentuación de palabras... Es esencial dar importancia a la producción oral y a la fonética, especialmente a la producción de aquellos sonidos inexistentes en la lengua materna de los alumnos. De nada sirve si un alumno conoce todas las reglas gramaticales y tiene una gran cantidad de vocabulario si después no es capaz de desenvolverse oralmente, o de pronunciar adecuadamente cada palabra.

2. THEORETICAL FRAMEWORK

2.1 Introduction

As Kuiper and Allan (1996) claim, words are thought to be the essential part of a language. When learning a language, one of the primary tasks people have is to acquire their own lexicon, their own list of words, their own vocabulary.

It is certainly true that English does embrace a great number of words from many other languages. As a consequence it is considered to be a promiscuous language. The fact of having been in contact with multiple languages has resulted in the borrowing of numerous words. In many cases those words came from Latin and Greek, which were considered the languages of educated people during the Middle Ages and the Renaissance. Words were directly borrowed from those concrete languages or through French. According to Coelho, not only words, but also English prefixes have passed into the language from other languages, particularly Latin, Greek or French. Sometimes English has taken over these affixes and adapted them to such an extent that they may now be considered English rather than classical affixes (2004, p.90).

Part of this project's interest lies in this point. This study is thought to be developed within Spanish students whose mother tongue is Spanish. English and Spanish are Proto-Indo-European languages, and despite the fact that Spanish is a "romance" language and English a Germanic language, they both share plenty of aspects, especially those related to morphology and syntax. Will this help Spanish students in their EFL learning?

Hammer considers that the different difficulties that English learning can entail are not the same for all learners. Depending on the mother tongue and the morphosyntactic similarities of both languages, L1 and L2, students will have more or less difficulties when learning English (Hammer, 2003). Therefore, the morphological similarities between English and Spanish will be helpful for students not only regarding their vocabulary learning but also their reading comprehension.

It may not be easy and take a long time and much guidance for English language learners to acquire a morphological awareness of English word patterns. However, as Elisabeth Coelho defends, helping students recognizing roots and affixes when they

learn new words can dramatically enhance students' reading comprehension and improve their ability to use new words in an appropriate way (Coelho, 2004, p.100).

However, although we can find a wide variety of studies of different vocabulary teaching methods in Primary Education, a morphological approach has not been assessed yet.

The fact that *"a single Latin or Greek root or affix (word pattern) can be found in and aid in the understanding (as well as decoding and encoding) of 20 or more English words."* (Rasinski et al, 2011, p.3), highlights the importance that morphology has in the reading comprehension process. Anna Fisher (1987, p.312) also agrees that the ability to identify the different parts of words is probably the most important vocabulary skill an EFL student can have. She defends that this ability reduces the number of completely new words learners will encounter and increases their control of the English vocabulary. Paul Nation (1990) also supports this idea by saying that knowledge of word parts with a Latin or Greek origin can be used to improve the learning of many words through relating unknown word forms and meanings known word parts.

Therefore, we can conclude that knowledge of Latin affixes and roots has two values for an English learner. First of all, it can be used to help students to learn unfamiliar words by relating these words to already known words or to known prefixes and suffixes, and it can also be used as a way of checking whether an unknown word has been successfully guessed from context. (Nation, 1990, p.168).

Nevertheless, as happens with vocabulary acquisition, there are also many studies of different reading techniques for children, but the role of morphemes in helping children read has been relatively under-researched.

Currently, studying how words are constructed seems to be obsolete. Morphology is seen as a traditional way of learning languages and nowadays is out of the classrooms. It seems that looking at prefixes and suffixes is totally opposed to a communicative approach and to interactive learning.

However, if we look at morphology in the way that is proposed in this paper, by integrating it in the English sessions through different activities in which students take

the main role whereas the teacher serves as a guide, we can categorize it into the constructivism learning theory. This theory promotes the use of curricula personalized to children's prior knowledge. Word formation is a clear representation of this theory whereby prefixes and suffixes are attached to already existing words to form new words with different meanings.

Once children have been given some help and have used their prior knowledge from their own language, they are able to enrich their vocabulary. This is correlated with what Vygotsky denominated the Zone of Proximal Development, which he defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p.86). This alludes to Vygotsky's theory, but also to Bruner's, who in the late 1950s described this interactive discourse as "*scaffolding*".

2.2. Morphology

As Laurie Bauer explains, in the nineteenth century the term "morphology" was given to the study of the evolution in the forms of words. This term is taken from biological sciences, and refers to the study of shapes. In linguistics this is associated to the study of the forms of words related to changes in meaning as for example in "sing" and "singer", where just by adding the suffix *-er* to the base *sing*, the word changes not only in meaning but also in function; sing is a verb, while singer is a noun.

By extension, the term "morphology" is used also for the compilation of morphemes and lexemes which are used to modify the forms of words, as well as for the sequence of the different rules which are proposed by the linguist to account for the change in the forms of words (Bauer, 1988, p.4)

2.2.1 The word

Robert Beard (1995, p.1) maintains that "the key element of morphology is the word", but... what is a word? Are "cook" and "cooks" the same word? Or are they different words?

There are several aspects which should be taken into account when talking about words. When we look up a word in a dictionary the very first thing that we find is the

spelling of the word, which can be defined as the orthographic representation of the word. A phonetic transcription, the *phonological form* of the word, is also found in some dictionaries. After these two representations of the word, we can see a simple label which indicates which type of word it is regarding the grammatical category plus some information about number, register, irregular forms of verbs... Thirdly, we find in the dictionary the different *meanings of the words*, which are commonly known as their semantic representations. These “dictionary words” are also called lexemes. (Kuiper and Allan, 1996, p.130)

Although explained the three different aspects that are involved in knowing a word have been explained, the “word” itself has not been defined.

Grover Hudson (2000, p.60) defines the word as one or more morphemes, which according to Laurie Bauer is “the smallest grammatical unit of language or the smallest meaning bearing unit of language” (1988, 247) with the freedom of occurrence of a single free morpheme.

Morphemes are divided into free and bound morphemes. Free morphemes are those which are lexemes in their own right; they are whole words, those words that we can find when we look in the dictionary. “Beauty” would be an example of a free morpheme.

As a contrast, bound morphemes are always attached to other lexemes (simply defined as a dictionary word), and can not stand on their own as lexemes. For example the suffix *-ing*. Words with two or more morphemes (one of them a free morpheme and the others bound morphemes), like “beautiful”, “beautify” or “beautician” are called complex words (Kuiper and Allan, 1996, p.150).

2.3 Word formation processes in the English language

Why is it important to study morphology? It is somewhat simple; morphology is essential in order to create new words and modify those that already exist.

How can new words be formed? In English, as it is shown in Figure 1, the three main processes which are used to form new words are: affixation, compounding and conversion (Kuiper and Allan, 1996). Just by modifying a base, which is a lexeme with

all the properties lexemes have: a form, a syntactic function, and a meaning, we obtain the two first word formation phenomena. The last one, conversion, is also known as zero derivation or zero suffixation. This is due to the fact that, as it will be explained afterwards, it is not necessary to add a derivational affix to form a new word.

The following concept map gives an overview of the main word formation processes in the English language.

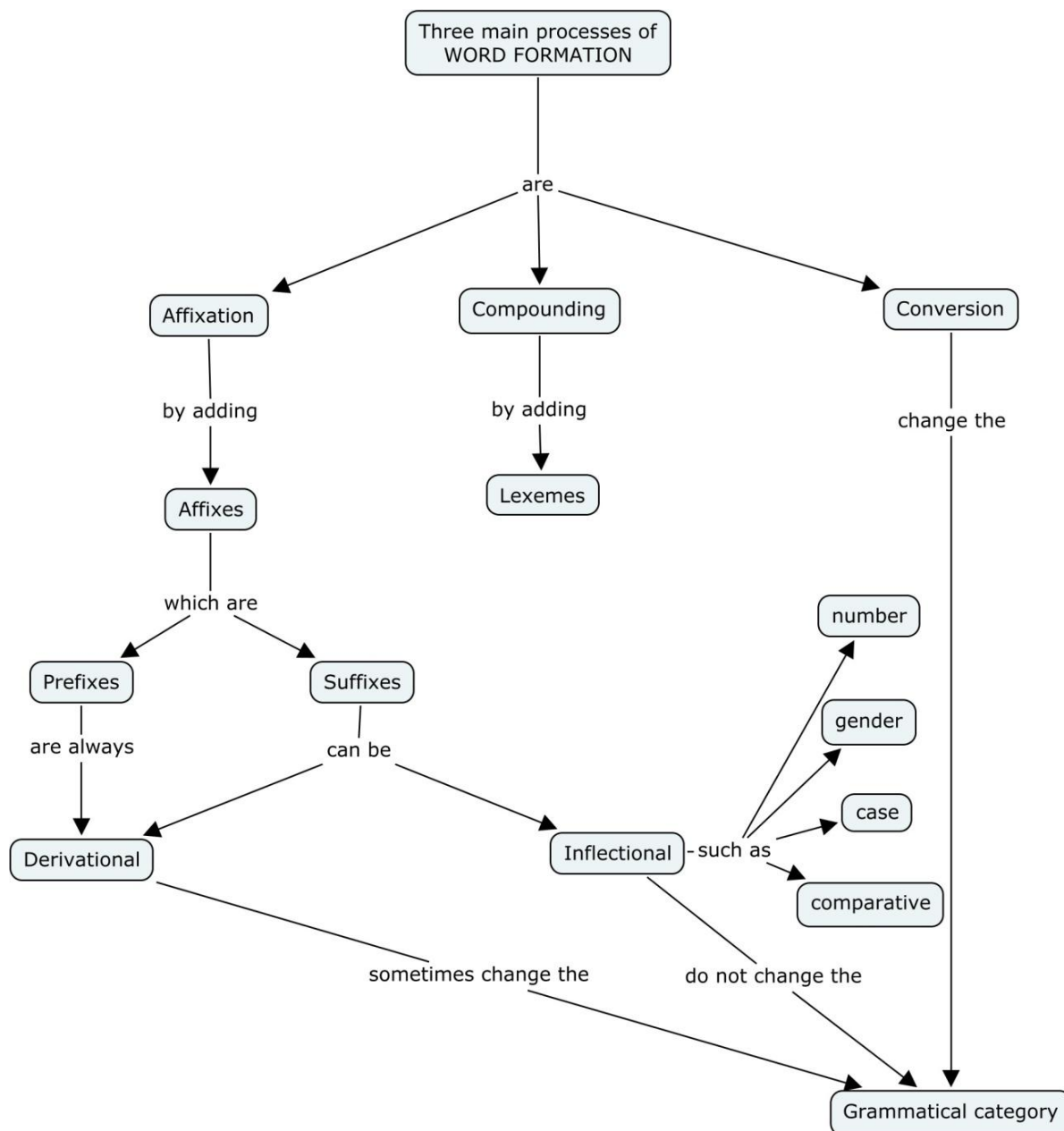


Figure2. Word formation processes

2.3.1 Affixation

Affixation is the use or production of new words using affixes, which could be defined as “obligatorily bound morphemes which do not make up lexemes and which are attached to roots to produce word-forms” (Bauer, 1988, p.11). Affixes are classified depending on their position in the word in prefixes (which are attached before a base in the process called prefixation) and suffixes (which are attached after a base and whose process will be known as suffixation). Usually suffixation will change the part of speech of the root to which a suffix is added. That is to say, if a new word is formed by adding a suffix, its grammatical category changes (Bauer, 1988, p.90). For example if we add the suffix *-er* to the verb *play* we form the noun *player*.

When talking about affixation it is necessary to consider whether it is done by adding inflectional affixes in the process called inflection or derivational affixes.

The bound forms of grammatical morphemes are known as *inflectional affixes*. Inflectional affixes do not produce new lexemes; they do not create a new word which is considered different from the original one. Inflectional affixes produce new word forms. According to Hudson (2000, p.63), their main characteristics are:

1. No function change. Inflectional affixes do not change the grammatical function of the word or morpheme to which they are attached. For example: if we take the word *sing* and we add the inflectional affix *-ing* to use the verb in the present continuous, the word keeps its grammatical function, a verb in this case.
2. Productivity. One predicts new uses of inflectional affixes in new words. Thus, given a new verb *fock*, its past tense will be *flocked*. If *flock* is a new noun, its coined plural will be *flocks*.
3. Non suffixability. Inflectional suffixes can not be followed by other derivational suffixes. They always go behind them. E.g: *actors*.

All the English inflectional processes, of which there are said to be eight, are produce by adding suffixes and they affect nouns, verbs and adjectives. The 8 inflectional suffixes which are commonly recognized are:

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Inflectional affixes that affect nouns:

1. /z/ -s, the plural suffix of nouns. E.g.: cats
2. /z/ -'s, the possessive suffix, ordinarily of nouns, but in fact suffixable to whatever word ends the possessor phrase. E.g.: Carla's book.

Inflectional affixes that affect verbs:

3. /z/ -s', the present tense of the 3rd-person singular suffix of verbs. E.g.: He reads a book.
4. /d/ -ed, the regular past tense suffix of verbs. E.g.: They studied French.
5. /ɪŋ/ -ing, the present participle suffix of verbs. E.g.: We are playing chess.
6. /ən/ -en the past participle suffix of verbs. E.g.: driven

Inflectional affixes that affect adjectives:

7. /ər/ -er, the comparative suffix of adjectives. E.g.: Javier is taller than Iker.
8. /əst/ -est, the superlative suffix of adjectives. E.g.: Maite is the oldest in my family.

Inflectional affixes have very customary or even obligatory use, and the word-types they form are therefore very frequent and accustomed. An inflected word's meaning is generally a function of the lexeme which it carries out. Consequently their meanings are well predicted from the combination of the meaning of the affix and the word or stem to which this is added (Hudson, 2000, p.256)

On the other hand, *derivational affixes* produce new lexemes from a base. Hudson exposes that derivational affixes, like inflectional affixes, have three characteristics (2000, p.64):

1. Function change. Derivational affixes generally change the part of speech of the word or morpheme to which they are added, thus "deriving" new words. For example, energy is a noun, but *energy + ize* yields a verb. English derivational prefixes do not conform to this generalization: *happy* is an adjective and *un+ happy* yields another adjective. There are other exceptions to this generalization, including *-let*, and *-ish*.

2. Nonproductivity. One can not readily or confidently “produce” or predict novel uses of the derivational affixes.
3. Suffixability. The derivational suffixes may be followed by other suffixes. The noun *advert* may be followed by the derivational suffix *-ise*: *advertise*, which may be followed by *-ment*: *advertisement*.

Although the use of inflectional morphemes is obligatory, the use of derivational affixes is not. Nonetheless, as the meaning of the resulting word forms is narrower than that of their parts, it gives us a richer, more varied and more precise vocabulary (Hudson, 2000, p.256).

Technical fields such as computer science, medicine, and the physical and natural sciences, in which new discoveries, new technology, and new ways of thinking are regular occurrences which require a ready means of expression, usually create neologisms using derivation in order to express new meanings (Hudson, 2000, p.257).

As indicated at the introduction where morphology was explained, the creation of new lexemes by means of derivation involves the use of word formation rules which specify what happens in the process of using one lexeme to derive another. For example, the suffix *-ness* is attached to adjectives to form abstract nouns. E.g.: *soft*→*softness*. In this case, it would not be correct to form the word *shipness*, since *ship* (the base) is a noun and therefore the rule is not well applied. Furthermore, the word formation rule specifies that the meaning of the new word ending in *-ness* will be something similar to “the state of being A”, where A is the meaning of the base. Consequently, the meaning of *softness* is something like “the state of being soft”.

Nonetheless, word formation rules are not always this simple and some of them specify their bases more narrowly. For example, in some cases it is specified that a base must belong to a sub-class of lexemes which came into the English language originally from another language, which in most of the cases is Latin, as for example *-ion* and *-ity* affixes (Kuiper and Allan, 1996, p. 148).

Spanish, as many other languages, also forms new words and neologisms by affixation, conversion and compounding. Unlike Germanic languages like English and German compounding and conversion are considerably productive; in Spanish it is affixation

that is extremely productive. There are abundant prefixes and suffixes which are similar in both languages, both having been derived ultimately from Latin. It can be a great help to the Spanish student of English to become familiar with these even though the exact equivalent does not always exist.

- Derivational preffixes

Below we offer a list of tables that contain a classification of productive English prefixes which commonly appear in different words which are studied in English ESL students' textbooks. It is important to note that most prefixes are always unstressed. However, there are some exceptions, for example the word 'prefix.

Their Spanish equivalents which may or may not be similar to the English one:

Table 1. Negative prefixes

Prefix	Meaning	Added to	Examples
UN	The opposite of, not	Adjectives participles	Unfair Unexpected
IN	As for un-	Adjectives	Insane

Note: *In-* is realized as *il-* before /l/, eg: *illogical*, *im-* before bilabials, eg: *impolite*, and *ir-* before /r/, eg: *irrelevant*.

Table 2. Reversative or Privative prefixes

Prefix	Meaning	Added to	Examples
UN-	'to reverse action',	Verbs	Unbottom
DIS-	As for un-	Verbs Participles Nouns	Disconnect Discoloured Discontent

Note: *un-* is a very common prefix and means *not, the opposite of*. It is added to adjectives, adverbs, past participles and gerunds. It is used especially with native English words. Often *un-* is added to verbs and then it shows another meaning: *action contrary to or annulling that of the verb: unbottom*, or it can also mean *release from*,

deprive of: unhorse, unleash. However, this distinction is not made in some of the textbooks, where they consider the prefix *un-* just with the meaning *not*. It is frequently translated by Spanish word with *des-, in-, -ir*: *unbalance/desequilibrar, unbending/inflexible, unbreakable/irrompible*.

Table 3. Prefixes of degree or size

Prefix	Meaning	Added to	Examples
SUPER-	'above, more than, better'	Nouns	superman supermarket
		Adjectives	supernatural
SUB-	'lower than, less than'	Adjectives	Subhuman, Substandard
OVER-	'too much'	Verbs	Overeat
		Participles	Overdressed
		Adjectives	Overconfident

Note: super- Eg: *supermarket, superman, supercharge, superabound*. It means *above, better, more than*, and is added to nouns and adjectives, occasionally to verbs. The equivalent of super- in Spanish is either super- or sobre: *supersonic/supersónico, superfine/superfino, superhuman/sobrehumano*. Spanish verbs with *sobre-* are often translated by a verb with *over-* rather than *super*.

Note 2: The prefix sub- also has a locative denotation, which means "under", as in subway and submarine.

Table 4. Prefixes of attitude

Prefix	Meaning	Added to	Examples
CO-	'with, joint'	Verbs	Cooperate
		Nouns	Copilot

Table 5. Locative prefixes

Prefix	Meaning	Added to	Examples
SUPER-	'over'	Nouns	superstructure

INTER-	‘between, among’	Denominal adjectives Verbs nouns	International Intermarry Interaction
TRANS-	‘across, from one place to another’	Denominal adjectives	Transatlantic Transplant

Table 6. Prefixes of time and order

Prefix	Meaning	Added to	Examples
EX-	‘former’	Human nouns	exhusband
RE-	‘again, back’	verbs adjectives	rebuild

Table 7. Number prefixes

Prefix	Meaning	Examples
UNI-, MONO-	‘one’	uniform
Bi-, Di	‘two’	bilingual
TRI- MULTI-	‘three’ ‘more than one’	Triangle multinational

Table 8. Other prefixes

Prefix	Meaning	Examples
AUTO-	‘self’	autobiography
SEMI- VICE-	‘half’ ‘deputy’	semicircle Vice-president

Note: auto-, as for example *autobiography*, *autosuggestion*, *autoplasty*. It means *self* and usually corresponds to *auto-* in Spanish. Often, however, *auto-* in Spanish is paralleled by *self-* in English: *autoservicio/self-service*, *autocrítica/self-criticism*. Sometimes two forms exist in English: *autodidacta/autodidactic* or *self-taught*. The form with *self-* is used more in normal conversation.

- Derivational suffixes

English suffixes often do not have a single Spanish equivalent as in the case of prefixes. This is why it is important to become acquainted with the main English suffixes and to recognize those that are used most frequently in word-formation. Inflectional suffixes, if any, always follow derivational suffixes: eg. *work-er-s*.

The following tables present all the different suffixes which can be found in multiple English textbooks and that can be easily understood and used by Primary Education students. These tables are organized depending on the grammatical category to which the suffix is attached to in order to form a new word.

Table 8. Noun suffixes

	<i>added to -> to form</i>	<i>meaning</i>	<i>examples</i>
[A] <i>occupational</i>			
-EER	nouns-> personal nouns	'person engaged in an occupation or activity'	<i>engineer</i>
[B] <i>diminutive or feminine</i>			
-ESS	animate nouns -> animate nouns	'female'	<i>authoress, waitress, princess, actress, lioness</i>
-Y, -IE	personal nouns -> nouns	(as an endearment)	<i>daddy, auntie, Johnny, granny</i>
[C] <i>status, domain</i>			
-SHIP	(as for <i>-hood</i>)	'status, condition'	<i>friendship, partnership, membaership</i>

Note:

[b] The suffix *-y/-ie* largely restricted to familiar contexts, indicates endearment or

familiarity. It is frequently added to a clipped form of the base *eg: movies* (esp AmE: 'moving pictures'). It is very frequently used in children's talk. E.g: nigties, willies, potty, etc.

Table 9. Adjective suffixes

	<i>added to -> to form</i>	<i>meaning</i>	<i>examples</i>
-(I)AN	nouns (chiefly proper)-> personal nouns, non-gradable adjectives	'pertaining, belonging to...'	<i>Indo'nesian, Italian</i>
-ESE	(as for -(i)an)	'nationality', 'inhabitant of'	<i>Chi'nese</i> <i>Milanese, Viennese, Japanese</i>
-IST	nouns/adjectives -> personal nouns/adjectives	'member of a party, occupation'	<i>violinist, scientist, artist,</i> <i>guitarist, pianist,</i>
-FUL	nouns (chiefly abstract) -> gradable adjectives	'having..., giving...'	<i>useful, helpful</i> <i>hopeful</i>
-LESS	nouns -> adjectives	'without...'	<i>childless, careless</i> <i>thoughtless</i>
-LY	nouns (chiefly concrete) -> gradable adjectives	'having the qualities of..., 'recurring at intervals of'	<i>Lovely, lively</i> <i>monthly, daily, yearly</i>
-LIKE	(as for -ly)	'having the qualities of'	<i>childlike, ladylike</i>
-Y	nouns (chiefly concrete non-count) -> gradable adjectives	'like..., covered with..., full of'	<i>dreamy, creamy, sexy</i> <i>hairy, icy</i>
-ISH	nouns (proper and count) -> adjs	'belonging to...'	<i>Turkish, Spanish</i>

Table 10. Noun suffixes

	<i>added to -> to form</i>	<i>meaning</i>	<i>examples</i>
-ER,	verbs (mainly dynamic) ->	agentive and instrumental	<i>driver, actor, teacher</i>
-OR	nouns (mainly personal)		<i>recorder, speaker</i>
-ANT	verbs -> nouns	agentive and instrumental	<i>inhabitant, , assistant, atendant</i>
-ATION	verbs -> (a) abstract nouns (b) collective nouns	(a)'resulting state, action' (b)'institution'	(a) <i>creation, explo'ration,</i> <i>celebration</i> (b) <i>organi'zation, foundation</i>
-ING	verbs -> (a) abstract nouns (b) concrete nouns	(a) 'activity' (b) 'result of activity'	(a) <i>driving, dog sledding, horse</i> <i>riding, ice skating, mountain</i> <i>biking, rock climbing,</i>

snowboarding, Thanksgiving
 (b) *building, painting, , shopping,*
shopping centre, swimming pool,
chewing gum, wrapping paper

Table 11. Verb suffixes

	<i>added to -> to form</i>	<i>meaning</i>	<i>examples</i>
-IFY	nouns, adjectives -> verbs (chiefly transi)	causative	<i>simplify, amplify, beautify,</i> <i>purify</i>
-IZE	(as for <i>-ify</i>)	causative	<i>popularize, modernize</i>
(BrE: also <i>-ise</i>)	very productive suffix		<i>idolize</i>

Table 12. Adjective suffixes common in borrowed and neo-classical words

used to form:		examples
-AL also – <i>ial</i> , – <i>ical</i>	primarily non-gradable adjectives	<i>criminal, edi'torial, musical</i>
-IC	gradable or non-gradable adjectives	<i>he'roic, specific</i>
-IVE also – <i>ative</i> – <i>itive</i>	gradable or non-gradable adjectives	<i>attractive, affirmative, sensitive</i> <i>Adventerous, dangerous, serious,</i> <i>enormous, famous, fabulous,</i> <i>furious, glamorous, nervous,</i> <i>delicious</i>
-OUS also – <i>eous</i> , – <i>ious</i>	primarily gradable adjectives	
Added to->to form	Meaning	Examples
-ABLE,	verbs (chiefly transitive) -> adjectives	'able/worthy to be V-ed'
-IBLE	(usually with a passive meaning)	

Table 13. Adverb suffixes

	<i>added to -> to form</i>	<i>meaning</i>	<i>examples</i>
-LY	adjectives-> adverbs of manner/viewpoint... (very common)	'in a ...manner', etc.	<i>happily,</i>
-WARD(S)	adverbs, nouns -> adverbs of manner/direction	manner/direction	<i>backward(s)</i> <i>northwards</i>

Note: If the adjective ends in *-ic*, the suffix is usually *-ically*: *economically, heroically*, etc. The exception is *publicly*.

2.3.2 Conversion

Conversion is different from derivational affixation. It consists in transposing a lexeme from one category to another without affixation. It is also called “zero affixation”, “zero derivation” or “functional shift”. Thus, *conversion* implies maintaining the form of a word but changing its word-class. For example, a noun may be used as a verb or a verb may be used as a noun. This is quite common in English, especially to get new verbs based on nouns and new nouns based on verbs (Hudson, 2000, p.157).

One example is:

Swim, basically as a verb as in “she likes to swim in the lake” may be used as a noun, as in “he had a swim in the lake”

2.3.3. Compounding

Bauer defines compounding as “the formation of new lexemes or words by adjoining two or more lexemes” (1988, p.239). For example, the lexeme *headache* is a lexeme in which we can distinguish two other lexemes, *head* and *ache*. The lexeme *headache* is called a “compound lexeme”, or simply a “compound”.

- *Compound meaning*

As regards semantic considerations, although it may be true that the meaning of the resulting word in compounds is not as predictable as the simple combination of the meanings of the two combined words, there are some authors such as Spencer and Zwicky who agree that “the words in a compound retain a meaning similar to their meaning as isolated words” (1998, p.66).

Notice how one could probably not guess the meanings of some compounds just from their pronunciation or spelling. A *green-room* is not a room that is green but one which is found behind stage in a theatre for the use of the actors and *soccer-moms* don’t play soccer; they are mothers whose time is occupied with children who play soccer (Hudson, 2000, p.258).

However, in the case of *pencil sharpener* the meaning (an electric, mechanical, or small hand-held device for making a sharp point on pencils) can be deduced by combining the meaning of the two lexemes that form the word: *pencil* and *sharpener*.

With regard to compounding, Spencer and Zwicky defend that research has shown that constructing and using compounds depends on whether or not compounding is productive in their language (1998, p.387). Since compared to Spanish compounds are much more frequent and productive in English, it can be concluded that Spanish students will have difficulty in using and creating compounds and simply will just avoid using them. This will probably derive in an unnecessary use of paraphrasing, which will consequently make students sound unnatural.

- *Compounds stress*

Stress is important in pronunciation, as it distinguishes between a compound noun (e.g. *greenhouse*) and an adjective with a noun (e.g. *green house*).

In compound nouns, the stress usually falls on the first syllable:

- a '*greenhouse* = place where we grow plants (compound noun)
- a '*green* '*house* = house painted green (adjective and noun)
- a '*bluebird* = type of bird (compound noun)
- a '*blue* '*bird* = any bird with blue feathers (adjective and noun)

This is usually a problem for learners of English. It is important to remember that compounds in English usually have the main stress on the first element or left hand word and a secondary stress on the second one or right hand word. Thus a *greenhouse*, with the stress on *green*, is a glass construction for rearing plants, whereas a *green house*, with strong stress on *house*, is a house that is painted green. However, stress in Spanish compounds is usually double and this is why Spanish speakers often give two primary stresses to English words, which sounds unnatural.

Paying attention to compound words offers an easy way to help children make the sound-to-meaning shift. To work on this, teachers could start working with familiar, two-syllable compound words such as *bathroom*, *raincoat*, or *basketball*. Students can learn to distinguish the two simple words that have been combined within each compound word. Teacher can then highlight that the two words in each compound contribute to meaning, with the base meaning ordinarily found in the second word since this is usually the head of the compound. By asking questions such as: what do

we call a *room* where a *bath* is? What do we call a *coat* which protect us from the *rain*?, children will understand this process (Rasinski, 2000, p.7).

- *Classification of Compounds*

There is no formal criterion to classify compounds in English. Therefore, we may have different classifications of compounds: morphological, semantic and syntactic.

1. According to their *form*, compounds can be classified into:

- a. *hyphenated* (*ice-bag, hand-ball*)
- b. *non-hyphenated or separate compounds* (*ice cream, rugby ball*) and
- c. *one-word compounds* (*postman, football* and *footprint*)

Nevertheless, there is no one formal rule that determines how a compound should be written.

2. According to their *word category*, that is whether the resulting word is a noun, an adjective or a verb compound.

- a. Noun compounds: *playground*
- b. Adjective compounds: *blue-eyed*
- c. Verb compounds: *sightseeing*.

3. According to the *semantic relationship* between the words forming the compound, Bauer (1988, p.239) distinguishes three main sub-types of compound:

- a. *Endocentric compounds* are those where the compound denotes a hyponym of the head element in the compound: *a houseboat* is a type of boat.
- b. *Exocentric compounds* denote some feature of the entity which is expressed by the compound. A *redskin* is so called because of his red skin, but *redskin* does not denote a type of skin, but a type of person who has a red skin.
- c. *Copulative compounds (also called dvandva compounds)* denote an entity made up of the various parts listed in the form. For example, *Alsace-Lorraine* is a compound made up of the former provinces of Alsace and Lorraine.

3. CONNECTION WITH THE PRIMARY CURRICULUM AND THE CEFRL

This section will examine the connection among the theory that has been exposed all along this paper, the English curriculum and the CEFRL (Common European Framework of Reference for Languages), two of the chief educational references in primary education.

As it is presented in the curriculum, Navarra is considered a bilingual community in which Basque and Spanish are the two spoken official languages. This condition implies the necessity of developing a great coordinated work which integrates both languages, due to the fact that they are not developed by individual in an independent way.

The same idea can be applied to the English language. The linguistic capacity makes possible to compare and contrast languages. The improvement made in one of the languages leads to alleged improvements within the rest of the languages; everything that is learnt in each of the languages increases metalinguistic awareness and can promote the cognitive development of those language learners. Specific learning processes and strategies could be acquired in each concrete language and could afterwards be transferred to the others. However, this transference requires a curricular framework and a teaching methodology which enable it to happen.

An integrated curriculum facilitates learning complementarity, the contrastive work among the specific linguistic aspects of each language and the transference, application and generalization of everything that has been learned from one language to the others. Consequently, numerous processes and strategies are common to all the languages in the curriculum.

3.1. English in the Primary curriculum

The English subject is currently one of the most important issues in primary education. Due to the globalization process, learning English as a foreign language is becoming more and more important. Nowadays the trend is to learn the language in an integrative way following the communicative approach and different programmes such as CLIL are used at schools. However, in many of the schools English still exists as a

subject. Children start learning English generally in early years and they continue in Primary Education.

As it is said in the curriculum, the main objective of all the language subjects is to develop the communicative competence. In other words, to acquire the knowledge and skills required to be able to interact in a satisfactory way. This knowledge encompasses the different procedures which articulate different parts of the text in a united structure and the lexical-syntactical rules which enable the building of sentences that make sense and that are grammatically correct.

In the national curriculum we can distinguish different blocks in which the languages' syllabus are explained. Having considered the morphological similarities between the English language and the Spanish language, if we review the general objectives in the national curriculum, we can find 3 points which are directly related to the different points that have been brought into focus through this paper. These 3 objectives are:

1. To acquire the specific vocabulary needed to achieve an adequate expression, using the dictionary, auxiliary techniques and the library as basic resources.
2. To use previous experience and knowledge from other languages to fulfil a more effective and autonomous language acquisition.
3. To acquire learning practical skills and abilities and to transfer communicative strategies into other languages.

Following the same pattern as the other languages that are included in the primary curriculum, the English subject is organized into different specific sections or blocks:

- Block 1. Listening, understanding and speaking
- Block 2. Reading and writing
- Block 3. Language knowledge
- Block 4. Sociocultural aspects and intercultural awareness
- Block 5. Language learning reflection

In almost all these blocks we can find different points which are related to many skills and objectives that children will acquire and develop through the following proposal. Therefore, the final level of the analysis consists of studying each of the blocks and to

make a connection between their objectives and the morphological processes that have been analyzed above.

In the second block, knowledge and skills are developed and acquired in order to make progress in reading comprehension.

One of the objectives in this block is to use reading strategies from already known languages and to transfer them into the English classroom. As we have explained before, known prefixes, suffixes and word roots are incredibly helpful in reading comprehension. Although they may not be conscious of having this skill, students are familiar with this strategy in their L1, so it is notably effortless to use this strategy within other languages.

Moving forwards to the next block, one of the key points which needs to be pointed out is that it is recommendable to use, in a reflexive way, different activities which encourage children to observe, analyze and manipulate different productions which favour linguistic knowledge achievement and basic terminology acquisition.

This block integrates the different linguistic contents, as well as concepts and grammatical terminology. This is justified observing the reflexive use of diverse language aspects which are implied in linguistic and communicative skills. These aspects include grammatical rules and spelling rules, as well as word *formation processes*.

The national curriculum emphasise that this content teaching should be developed in a contextualized way. In other words, content teaching should be practical and students need to have the main role in the activities, with the teacher as a guide. This way, children will improve their skills, abilities and personal productions.

Considering language reflection and vocabulary, children are supposed to acquire the following contents:

- Well cared pronunciation, adequate stress, rhythm and intonation.
- Spelling, pronunciation and meaning association. Spelling-phonetic association.
- Recognize and reproduce polysyllabic words' stress.
- Rhymes distinction.
- Semantic fields: word families; synonyms and antonyms.
- Using of a dictionary to know the different words meanings.

In the fifth and final block it is worth noting that children are asked to develop an effective personal learning which enables the students to improve constantly their learning strategies. There is also a reflection relating to how the learning process and work should be linked to the diverse tasks and activities.

The contents that we can find in this block that are related to this paper are:

- Comparison and reflection about how English language works taking into account how their own native language works.
- Using abilities and procedures such as word association to acquire new lexical knowledge, word forms and language structures.
- Self-reflection. Progressive learning awareness and autonomy.

3.2. Morphology in the MCER

The Common European Framework of Reference for Languages was designed to provide a general simple, logical and complete basis for the elaboration of language syllabuses and curriculum guidelines, as well as to offer the schemes of teaching and learning materials and the assessment of foreign language skills.

Even though the CEFR is based on a communicative approach, it brings into focus that the ability to learn may involve varying degrees and combinations of such aspects of existential competence, declarative knowledge and skills. An example of these is the knowledge of morpho-syntactic relations that correspond to given declension patterns for a particular language.

This means that a communicative approach also has to consider morphological aspects, as well as syntactic and grammatical aspects, which tend to be forgotten or to be given less importance when working following a communicative trend.

4. CURRENT STATE OF THE QUESTION. GENERAL OUTLOOK

Although in different English textbooks we can find many words which have been formed by adding derivational prefixes and suffixes or by compounding, there is a limited work on it. There are several words which contain derivational affixes, either prefixes or suffixes. However, those words are presented as usual vocabulary, and there is not a remarkable analysis on it.

Figure 3 is an example of an introduction to new words which are formed by derivation and compounding. As we can see, there is not an analysis on these words and the exercises proposed afterwards do not remark these processes. This means that if the teacher does not make an emphasis on this, students will not be conscious of the word formation processes.



Figure3. English text book. Presentation of new vocabulary

Nevertheless, we can find a more profound work on inflectional affixes, which are related to grammar aspects. Likewise, there is a notable amount of vocabulary presented in every unit, which is usually organized depending on the topic. The evidences suggests, therefore that a lot of importance is given to the grammatical aspects but insufficient attention is given to word formation processes, which, as it has been explained, is a great new words' factory.

It is also noticeable that inflectional affixes appear since the first years in Primary Education textbooks whereas derivational affixes appear in the following years. The main reason why this could happen is that results based on diverse studies provide evidence that what children acquire first are inflectional suffixes, such as the *-s* for the plural or the *-ed* for the past simple. Students may need several years to fulfil a mastery of these paradigms (Spencer and Zwicky, p.374).

5. DIDACTIC PROPOSAL

This proposal is thought to present various activities aimed at two word formation processes: derivation and compounding. It has been demonstrated that as children grow and become confident in the use of inflectional affixes, they begin to produce some derivational affixes in words. This idea supports the following proposal, which is aimed at students who are in the third cycle of primary education.

5.1 Methodology

Some of the activities which will be presented and developed will aim at analyzing the structure of words, as well as their diverse prefixes and suffixes. Related to this point, it is worth noting that a significant aspect which affects the derivational use of morphemes is that it is essential for children to first analyze the structure of words, identify their stems and affixes and to assign a clear meaning onto them before they create new word forms.

In other words, the process of attributing a meaning to the different stems and affixes is a prerequisite in the acquisition of word formation processes. Children must have analyzed an affix and established and assigned it some meaning in order to construct new words containing that specific affix.

This idea is supported also by Nation (2000, p.169), who agrees that to make use of prefixes and roots, learners need three skills. Firstly, they need to be able to break new words into parts so that the affixes and roots are revealed, they need to know the meanings of the parts, and they need to be able to see a connection between the meaning of the parts and the dictionary meaning of the new word.

When talking about L2 learning, it is necessary to talk about different methodologies used in the classroom. It is therefore required to distinguish between incidental and explicit teaching and learning processes.

Incidental learning could be defined as a way of learning in which there is not a direct instruction and learners acquire knowledge in an unintentional way, without awareness. Following a communicative approach, incidental learning uses a variety of communicative activities through which rules, structures and words are acquired.

On the other hand, explicit teaching and learning implies a direct instruction, where students are aware of the learning process and focuses attention directly on the information to be learned.

Focusing on vocabulary acquisition, Alan Hunt and David Beglar distinguish not only two, but three different processes whereby it can be taught and learned: incidental learning, explicit instruction and independent strategy development. There is no evidence that one of them is better than the others, but using the three of them will help students to acquire as much vocabulary as they can (Hunt and Beglar, 2000).

- The *incidental* learning of vocabulary requires teachers to provide students with opportunities for extensive reading and listening. This learning approach is thought to be developed with advanced learners', who will increase significantly their vocabulary.
- *Explicit* instruction involves diagnosing the words that learners need to know, presenting those words for the first time, and elaborating word knowledge. As Norbert Schmitt explains, all this work makes explicit learning a time-consuming process contrary to incidental learning, explicit instruction is particularly useful for beginning students whose lack of vocabulary limits their speaking, writing and reading abilities (200, p.121). It is more effective to study words regularly over several short sessions than to study them for one or two longer sessions.
- Finally, *independent* strategy development involves practicing guessing from context and training learners to use dictionaries. Morphology has an important role in this approach; Isabel Balteiro defends this role saying that "knowing word-formation rules and mechanisms is basic for the development of autonomous and independent learners, especially concerning vocabulary production, creativity, understanding and even proficiency." (Balteiro, 2011, p.33)

In conclusion, learning vocabulary through incidental, intentional, and independent approaches will require teachers to plan a wide variety of activities and exercises. Depending on the learner's level and the educational and language goals, the teacher will decide the amount of emphasis given to each of the activities. In general, it makes

most sense to emphasize the direct teaching of vocabulary for learners who still need to learn the high frequency words. As learners' vocabulary increases and is assimilated by the students, then extensive reading and independent strategies may be progressively more emphasized.

All these strategies have a role to play in developing learners' vocabulary and they are complementary in the learning process, so the activities which are proposed in this paper take into account these three approaches.

5.2. Objectives

1. To make students understand two of the main word formation processes in English: derivation and compounding.
2. To apply this learning in the creation of word forms and compound words.
3. To create language awareness within the L1 and L2 languages.
4. To increase students independent learning.
5. To promote children's creativity.
6. To develop the linguistic competence, as well as other competences such as "learning to learn".
7. To exploit the four basic language skills, particularly reading, speaking and writing.

5.3. Design

This proposal is thought to integrate word formation processes into the English classroom in a practical way.

The idea is called "Building learning through the word". Basically it consists in creating a module which would be developed throughout the whole academic year. Students will have to "travel" to different countries where they will look at different prefixes, suffixes or sets of compound words (compound words related to school, compound words related to health...).

The learning process will be based on practical activities and games. One of the objectives of this idea is to create some cultural knowledge and competence, so that the proposal will imply more than a simple acquisition of some vocabulary and language awareness.

Bestard and Pérez Learners' active participation in games and activities can turn language practice into a funny and effective activity. Introducing games in the language classroom will carry out an important and motivational role in the classroom. It should be pointed out that students lose interest in language learning due to the fact that they do not see an immediate utility. Therefore, a systematic use of games will be a considerably effectiveness in the language classroom (1992, p.68).

1. INTRODUCTIVE SESSION

Rasinski (2011, p.10) defends that words are often learned through contextual reading in which the context surrounding a specific word gives an explanation and a clarification of the target word. It is not difficult for teachers to develop short passages or poems which contain a word root with a context in which it can be understood and that provide students with opportunities to solidify their understanding of the root. Bearing this in mind, the introductory activity for this module will be a simple poem which ends up by asking students about the uses of an airport, which can be used as the linker to the practical module itself.



This poem is considerably easy to start looking at roots and prefixes due to the fact that the root “port” is a Latin root and Spanish students will find easy to identify not only the base but also the new words formed by adding prefixes and suffixes.

Firstly, the group will read the title of the poem and the teacher will ask them what they think it is going to be about.

Secondly, the students will read the poem on their own and they will write down the words that they do not understand. The teacher will then ask if there is any unknown word and if so, they will write them on the blackboard.

In pairs, children will have to look at the poem and look for words that have something in similar: obviously, the teacher wants them to look for the words that contain the root *port*. They will then share them with the rest of the classroom.

Once they have all the words written on the blackboard (the ones which are formed with the root *port*) the teacher will prompt a discussion to make children achieve the following objectives:

- To understand that with one word (base) we can create more words with a different meaning but with something in common.
- To distinguish the different part of the words (it is not necessary to learn the technical names): root and affixes (prefixes and suffixes).
- To infer the meaning of the different affixes.
- To understand how by joining two lexemes, we can create a compound word.

Afterwards, the students will look for the meaning of all these words on the online etymology dictionary <http://www.etymonline.com/>, where they will see in detail the word formation processes of the words and the meaning of each of the affixes.

Finally, the children will answer the question which is written at the end of the poem. Probably they will say that airports are used to fly from one country to another. The teacher will tell them that that is exactly what they are going to do: to travel around the world visiting different countries.

2. WE ARE FROM DIFFERENT COUNTRIES

This session will be aimed at learning the different nationalities, which word endings we can find and how they are spelled. Furthermore, students will pay attention to the countries' location.

- *Activity 1:* Where do you think they come from? Find them in the map by looking for their country and check if you are right!

The teacher will display a big world map (figure 1) on the wall, and then they will be given a flashcard with a sentence. The sentences will present different people who say their name and their nationality.

By looking at the nationality students will have to guess the corresponding country. Once they have decided which of the countries that are represented on the map is the country that person comes from, the student will go to the map and raise the corresponding tab. If their deduction is correct, they will find under the tap a little picture of a person with the same name as the one they have on the written flashcard.



Figure 4. World map

Flashcards:

I'm Sara and I'm Spanish!

I'm Michaela and I'm Italian!

I'm Lidie and I'm Bolivian!

I'm Erika and I'm Finnish!

I'm Joshua and I'm English!

I'm Bruno and I'm Mexican!

I'm Isabel and I'm Argentinian!

I'm Dasha and I'm Russian!

I'm Obama and I'm Zambian!

I'm Leo and I'm Chinese!

I'm Yun Lei and I am Japanese!

- What languages will these people speak?

Each of the students will have to explain how they guessed the country of origin of the different people. This thinking will make them conscious of the relation that exists between the names of the countries and the adjectives that result from the suffixation.

Afterwards, they will classify the nationalities depending on the suffix which is added to the names of the countries, and they will make as many groups as suffixes used to form the adjectives.

- *Activity 2: Where do you want to travel?*

In this activity students will have to choose a country to which they would like to travel to. After choosing the country they will have to invent a person who lives in that specific country and create a flashcard similar to the ones that have been given to them in the first activity. They will have to think about the suffix they must add to the name of the country to say the person's nationality. If they do not know it, they can

look at the following website, which offers a great amount of nationality names:

<http://www.englishclub.com/vocabulary/world-countries-nationality.htm>

3. ITALY: IN THE KITCHEN

Italy is known as one of the countries with the most refined cuisine in the world. Teachers can start this session by asking students what Italy suggests them. At least one of the students will talk about pasta, Italian restaurants, pizza or something related to food or to the kitchen. This will be the link with the next activity.

The classroom will be split up into two different groups, which will do two different but complementary activities.

- *Activity group 1. The mixer*

For this activity, the teacher will select different compound words related to the kitchen or to food and will create flashcards with each of the lexemes that form the words. For example, if one of the words is “cheesecake” the teacher will make two flashcards: one with the word cheese and the other one with the word cake. Each of the students will take one flashcard. It is also necessary to bring a real mixer, or to make one with cardboard,

These are some examples of compound words related to the kitchen that can be used in this activity:

Cheesecake	Watermelon	Boiled egg
Fruitcake	Popcorn	Teapot
Ice cream	Pancake	Tea spoon
Cupboard	Seafood	Table dress
Teacup	Greenbean	
Coffeecup	Fried egg	

Depending on the level of the students we will select easier words or more difficult words.

The teacher will also create some flashcards with very simple and invented recipes, for example:

Ingredients: Cheese and cake

Instructions: put the cheese into the mixer, and then add the cake.

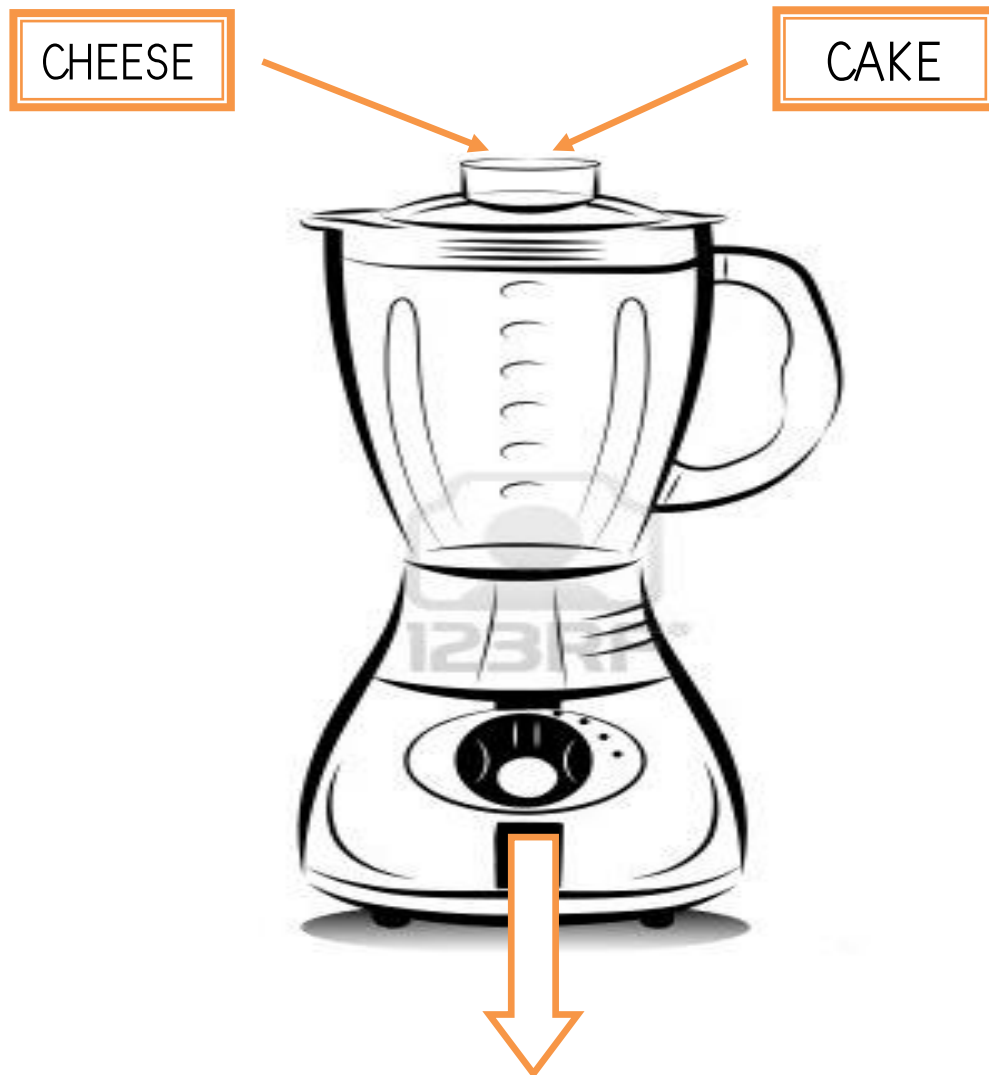
Final product:

The teacher will read the recipe and the students will have to put the right flashcards into the mixer. Then the teacher will join the two pieces with cello-tape or blue tack and will create the compound word. Once the compound word is created, they will have to write down the name on the “recipe”.

As the compound word is created, students will have to understand that by joining two lexemes we form a new word which is a compound word. With the teacher’s guidance they will also make a reflection not only about the meaning of the compound word but also about the meaning of the two separate lexemes.

Here you should be very careful with order, with which word goes first and which second to combine as a compound.

Note: Teacher will have also to pay special attention to the words teacup and coffeecup, whose meanings are different from a cup of tea and a cup of coffee.



- Activity group 2. Chopping words

Lets chop the words... how are these words formed?

This activity is just the opposite of the first one. It consists of cutting out the flashcards which contain compound words into the two lexemes that make up the compound.

The objective of this activity is to show students how compound words are formed. By cutting them into two separate words they will physically see the word formation process. Depending on the level of the students we will use hyphenated compounds, separate compounds or one word compounds.

As in the first activity, students will look at the meaning of the compound words and of each of the two lexemes that are part of the compound.



Cheesecake	Watermelon	Fried egg
Ice-cream	Popcorn	Boiled egg
Fruitcake	Pancake	Teapot
Cupboard	Seafood	Tea spoon
Teacup	Green-bean	Tablecloth

After doing the activities, both groups will explain the other group the activity they have done and they will also share their conclusions.

- Create your own recipe

In small groups children will create their own recipe. For that recipe they can create not only real but also invented words, because the aim is to put into practice compound word formation.

4. GERMANY: PROFESSIONS

Lots of people go to Germany to look for a job, but, what does each of the professionals do at work?

In this lesson we will work on bases and suffixes and we will take into account not only the spelling of the words, but also their pronunciation.

This session is thought to be developed with the whole group. Students will read the following poems:

Poem A

I want to be a sail**or**
 You want to be an act**or**
 He wants to be a writ**er**
 She wants to be a sing**er**
 He wants to be a teacher
 Lots of professions to choose...
 What do you want to do?

Poem B

A sailor sails
 An actor acts
 A writer writes
 A singer sings
 A teacher teaches
 In the profession you choose...
 What do you have to do?

Poem C

Magicians and mathematicians
 Work with magic and maths
 Musicians and electricians
 Will they have any plans?

With the teacher's guidance, students will focus on the following aspects of each of the poems:

- Poem A
 - Suffixation using –or and –er suffixes.
 - Pronunciation of suffixes –or and –er → /ə/
 - Rhyme
 - Rhythm and stress

- Poem B
 - Grammatical change of the words after the suffixation process (verb→noun) and relation between the verb and the agent noun.
This can be analyzed in detail in the online etymology dictionary <http://www.etymonline.com/>
 - Suffixation using –or and –er suffixes
 - Meaning of the suffixes that are used
 - Pronunciation of suffixes –or and –er → /ə/
 - -s inflectional suffix which determines the 3rd person singular of the verbs
 - Alliteration
- Poem C
 - Suffixation using –ian suffix
 - Final /jən/ pronunciation, especially difficult because Spanish does not have the /j/ and /ə/ sounds.
 - Final /z/ for plural

Afterwards, they will classify the professions into 2 different groups according to the suffix which is used to form the noun. This task will highlight the word formation process by separating the base from the suffix.

After working with poems, students will go around the classroom asking their classmates what do they want to be in their future, and they will try to write a short poem.

5. LETS GO TO THE CARIBBEAN SEAS

Some pirates forgot a treasure there... what did they forget?



The teacher will display the following adjectives (or other words ending in –able and –ible) on the blackboard:

Readable	Countable	Classifiable
Recyclable	Deformable	Visible
Recognizable	Learnable	Legible
Drinkable	Memorisable	

The teacher will bring to the classroom different objects that can be found in a pirates' chest and which can have or not those characteristics. Students will be given one of those objects, and taking into account its characteristics they will assign one of the adjectives which are displayed on the blackboard. One example would be "This bottle of water is drinkable".

With the teacher's help they will then infer the meaning of the suffix *-able* , which means "than can be V-able".

The teacher can follow the activity asking the children if they can find in the classroom something "V-able". When one student finds an object with that characteristic he/she will be the one who asks the questions to the rest of the students. The teacher will encourage the children to use as many adjectives as possible.

If the children understand how suffixation works, we can move on to prefixation, concretely to negative prefixes.

By selecting familiar words, like *impossible*, the teacher will make questions such as if "im-" means "not," what does "impossible" mean? If "im-" means "not," what does "improbable" mean?

These procedures build awareness that units or parts of words can contain meaning as well as sound, an awareness that allows students to add a "semantic unit" approach to their vocabulary repertoires. They learn how to "get inside" words and look for morphemes that carry meaning. They learn to look for roots and to think about how the different parts of a word (beginning, middle, end – or – prefix, base, suffix) all work together to generate meaning.

The teacher will add different negative prefixes to the words they have used and they will ask the classroom to reassign one object to these new adjectives. The teacher will encourage them to explain why they chose that new object for a particular adjective.

The objective is to conclude that negative prefixes (un-, in-) mean "the opposite of". It is important here to pay attention to the spelling rules of the prefix *in-*, which depending on the first letter of the base can change into *im-*, *-il* or *-ir*

6. LET'S VISIT FINLAND

This country can be presented to the students as one of the countries with the best education in Europe. Finnish schools are thought to be one of the best in Europe. But, what do they look like? Are they similar to ours? What differences can we find?

This activity will start with these questions. There will be a brainstorm about things that can be found at schools and other related topics. This activity will encourage students to talk, think and make comparisons.

After the brainstorm, students will look at different pictures of Finnish schools and will compare them to theirs. What can we see in the pictures?

After a brief talk about the pictures, students will have to label the pictures. They will use only compound words to label them. Examples of compound words describing classroom material that can be found at a school are:

Homework	Whiteboard	Classroom
Schoolbus	Notebook	Textbook
Bookshelf	Playground	Timetable
Blackboard	Pencil sharpener	Activity book
Noticeboard	Computer room	Classmates
Coat hanger	Cassette player	Pencilcase
Workbook		

The teacher will make them think about why they have used only those words to label the pictures and not others. When they reach the conclusion that those words are compound words they will have to split them into the two lexemes which form the compound

Some pictures that can be used are:



Figure 5: Finnish school. Teacher explaining



Figure 6: Finnish school. Games

Analysis and exploitation of English word formation processes in the Primary classroom

- Game: build the word

Students will be organized into small groups. Each of the groups will be given different flashcards containing one of the lexemes that are part of the compound words and they will put the flashcards face down.

The game consist of taking two of the flashcards and seeing whether by combining them a correct compound is formed or not. They will have to check it in a monolingual dictionary and read its definition.

- Let's go to a Finnish school. Creating cultural awareness.

Students have seen some pictures from Finnish schools. But are all the same? In this activity they will use the computer to look for information about different Finnish schools. They can take pictures, explore various websites...

After doing this, in small groups student will make a poster about their own school, taking those aspects they like about their school and other aspects that they find interesting. At the end, they will present the poster to the rest of the classroom. Obviously, they will have to use as many compound words as they can.

7. A TRIP THROUGH EEUU.

This trip will go over different estates of the United States. In each of the states they will read a very short text in which different people talk about themselves, the place where they live, something interesting that happened to them... In this texts there will be some words containing Latin prefixes and suffixes which can be familiar to them because they also exist in Spanish. There will be also other prefixes and suffixes to which we will not pay special attention. However, they will be part of an incidental learning process.

Students will have to identify some of the prefixes and suffixes and give them the correct meaning. Then, they will think about other words that contain those prefixes and suffixes.

E.g:

Hello, my name is Katie and I'm from Montana. My mother is Spanish and my father is Italian, so they speak English, Spanish and Italian. I can say that they are both multilingual. I only speak English and Spanish, so I am bilingual. My mother is a famous singer in the USA and my father works for an international association.



- Activity: Bingo Game: Prefixes and suffixes

Students will have a bingo chart with some of the affixes that have appeared in the texts, so students are familiar with them.

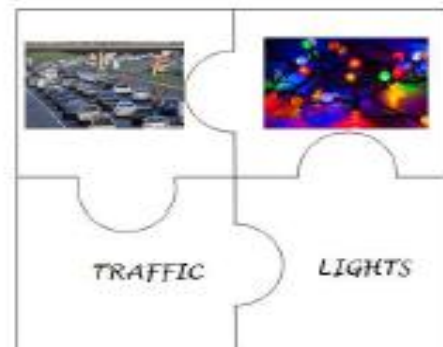
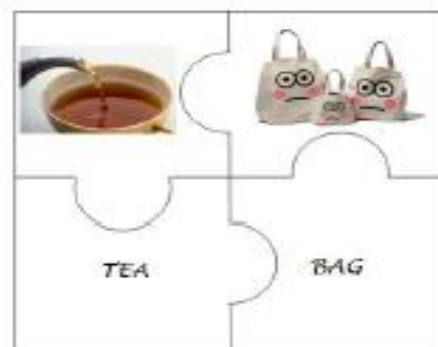
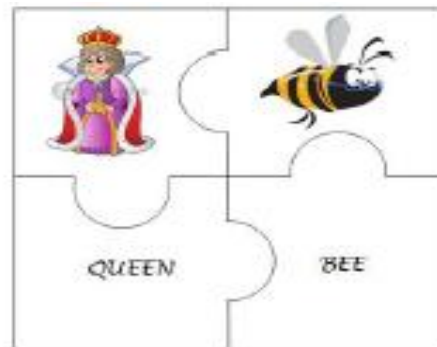
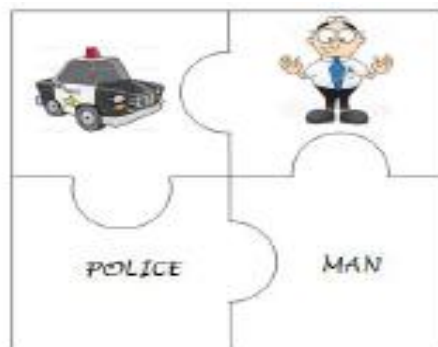
The teacher will take different word bases from a bag and students will have to write down the root in the corresponding square, creating a new word by adding a prefix or a suffix.

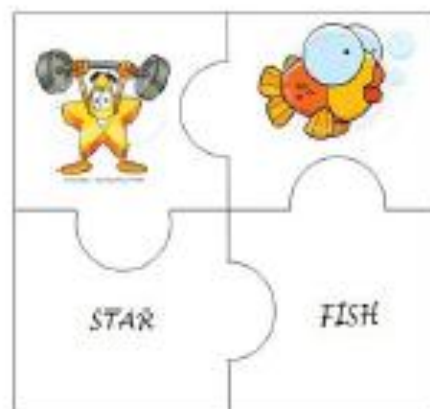
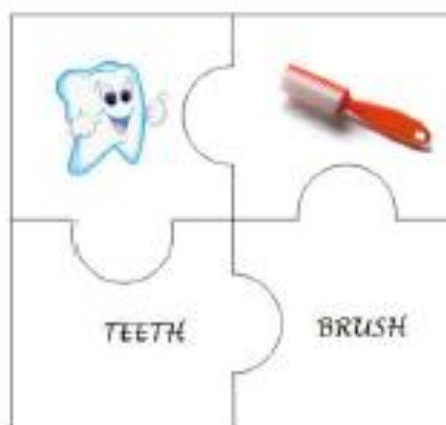
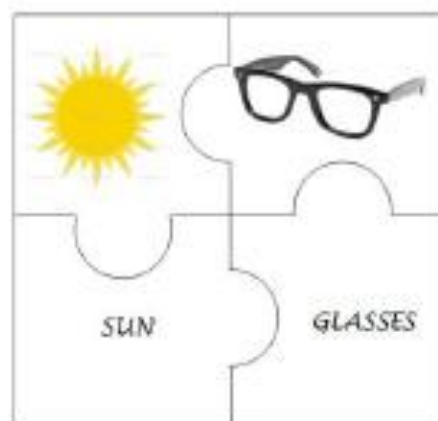
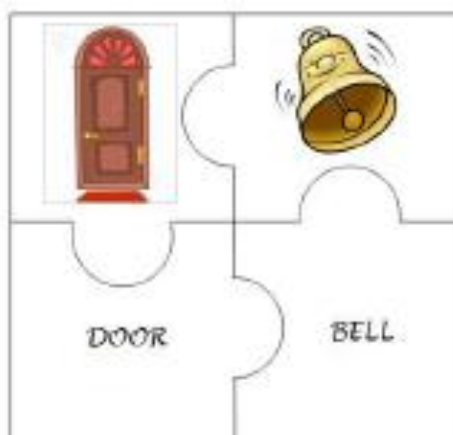
BI-	-ABLE	-ATION	-OUS
-IVE	UN-	RE-	AUTO-

8. ALL AROUND THE WORD

- Compound words. Daily objects.

This is a simple activity that consists in making puzzles with the compound words parts and their corresponding picture. As it is shown in the pictures below, if the puzzle is properly created, when the students put it face down, the correct picture will appear.





9. UNITED KINGDOM AND WILLIAM SHAKESPEARE

William Shakespeare is considered the greatest writer of plays and poetry. However, not many people know that he was one of the great wordsmiths of history. It is said that 8% of the words he used were invented by making compounds or adding affixes to already existing base words. *Addiction, cold-blooded, eyeball, fashionable and uncomfortable* are a few examples of words created by William Shakespeare which are commonly used nowadays.

And if Shakespeare could create new words by combining existing roots and affixes, so can students. We call this “Be the Poet”; it is a great way to give students permission to be active and creative in exploring words by using already learned roots and affixes. To Be the Poet, students simply take already learned roots and affixes and combine or attach them to existing words to create new words. Student-invented words are put on display, and the inventor is asked to explain the meaning of his or her creation.

Although these created words are fanciful, students take pleasure in using meaningful roots and affixes to create even more meaning. Moreover, when students are actively engaged in making meaning in this way, they are much more likely to grasp and hold the essential meanings of the roots than when they learn in the more traditional manner of passive memorization. Furthermore, this activity will increase not only students’ creativity but also students’ awareness of word formation processes.



10. OTHER ACTIVITIES

There are plenty of interactive activities to work with prefixes, suffixes and compound words.

Here there is an example of a power point presentation (attached also in the CD) which presents three different activities to work these processes. The first one is thought to be done with low ability learners, the second one with middle ability learners and the third one with high ability learners. Introducing these kind of activities will increase children's motivation and will help to develop the digital competence.

- *Activity 1.*

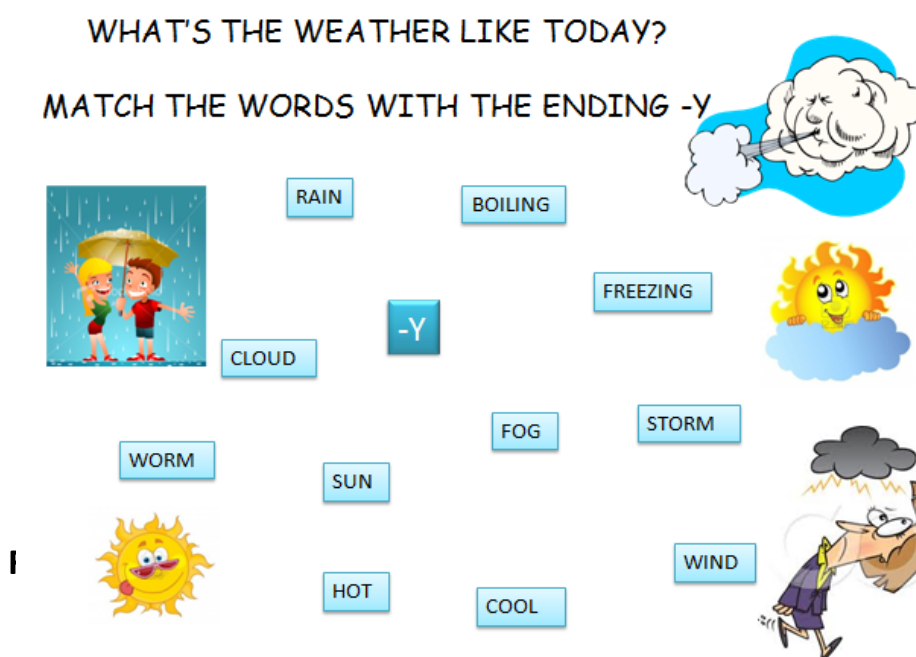


Figure 7. Prefix activity. The weather

- *Activity 2.* It will be helpful to work with compound words. Children will have to match each of the sentences with one of the pictures. Afterwards they can play a role game in which one of the students is the doctor and the other one the patient.



Figure 8. At the doctor's. Compound words activity.

Activity 3. Working with the suffix *-ion*. This is a more linguistic activity in which students have to match the correct words with the suffix *-ion*. However, as it is done in an interactive way, it can be more attractive for students.



Figure 9. *-ion* suffix activity.

6. RESULTADOS Y SU DISCUSIÓN

Si bien es cierto que debido a las limitaciones de tiempo no se ha podido llevar a la práctica la propuesta didáctica previamente desarrollada, en este apartado se va a tratar de hacer una evaluación crítica de la misma.

Para ello se tendrá en cuenta la teoría previamente presentada, así como una serie de conocimientos adquiridos a lo largo del Grado y las experiencias prácticas en diversos centros educativos.

Como se puede observar, este trabajo está enfocado a la enseñanza de la formación de palabras y defiende que una enseñanza de procesos como la sufijación y la prefijación permiten ampliar el vocabulario de forma sencilla y mejorar la comprensión lectora.

A pesar de ello, es preciso destacar que no se pretende enseñar la morfología de forma explícita mediante una serie de clases en las que todas las actividades estén enfocadas a este aprendizaje, sino que se trata de integrar pequeñas actividades que hagan que poco a poco los alumnos vayan siendo conscientes de los diferentes procesos de formación de palabras, de los patrones que aparecen entre palabras de una misma categoría gramatical, de la asociación fonológica-ortográfica de los distintos afijos, etc.

En otras palabras, aunque las actividades presentadas en la propuesta didáctica están enfocadas en esta dirección, no quiere decir que tan sólo se le otorgue importancia a estos aspectos, sino que se aspira a que a través de pequeñas intervenciones en las que se haga hincapié en estos contenidos, se alcance una mejora en otras subdisciplinas y habilidades comunicativas.

Esto queda demostrado en diferentes actividades de la propuesta. Un ejemplo es la actividad que podemos catalogar como de literatura, en la que los alumnos deben leer y analizar un poema, trabajar con las diferentes palabras presentadas, interactuar entre ellos y más tarde crear su propio poema. En esta actividad se trabajan muchísimos aspectos de la lengua: relación fonética-ortográfica, adquisición del sufijo *-er*, interacción en el aula... así como otras competencias como la creatividad y la animación a la lectura y escritura de un determinado género literario poco utilizado.

Otra cuestión a destacar es la posibilidad que ofrecen las actividades para ser adaptadas a los diferentes niveles cognitivos de los alumnos. Se pueden trabajar más o

menos prefijos y sufijos, palabras compuestas más o menos complicadas, textos con mayor o menor dificultad... Esto es una gran ventaja, ya que de esta forma podemos atender a las diferencias que podemos encontrar en los grupos, una de las mayores dificultades que presentan las aulas.

Algunas de estas actividades también favorecen el progreso en las otras lenguas, un aspecto que el Tratamiento Integrado de las Lenguas pretende alcanzar. Como ha sido explicado anteriormente, muchos de los procesos de formación de palabras son compartidos por otras lenguas, por lo que el trabajo llevado a cabo en la lengua extranjera puede ser complementario a la lengua materna. Además otras estrategias utilizadas en la realización de estas actividades como la utilización de diccionarios, o la inferencia de palabras desconocidas, pueden ser utilizadas tanto en el resto de asignaturas como fuera del aula y profundizarán la competencia de “aprender a aprender”.

Esto permite que la propuesta presentada pueda ser considerada valiosa para el crecimiento integral de los alumnos, ya que los conocimientos y habilidades adquiridos contribuyen al desarrollo de unas competencias que implican un verdadero aprendizaje.

Por otro lado, a pesar de que las actividades están orientadas fundamentalmente al trabajo de los sufijos derivativos, debemos observar que en alguna de ellas también están integrados determinados sufijos inflexivos, como el de la tercera persona singular del presente de indicativo. Esto es debido a que, como se ha expuesto anteriormente, la adquisición de los sufijos inflexivos es previa a la de los derivativos. Con estas actividades se pretende pues, un refuerzo de la adquisición de estos sufijos, especialmente el nombrado, que suele ser un error habitual en los alumnos.

En cuanto a las actividades relacionadas a la hora de trabajar las palabras compuestas, se ha tratado de escoger palabras cuyos significados al formar parte de la palabra compuesta son similares al de la palabra si se estudia ésta de forma aislada. Por ejemplo si observamos la palabra *sunglasses* (*gafas de sol*), podemos comprobar que las palabras que la forman (*sun* y *glasses*) utilizadas aisladamente, tienen el mismo significado que dentro de la palabra compuesta. Esta característica de las palabras seleccionadas está apoyada en la teoría de que los niños prestan mucha atención y se

apoyan en la transparencia y en la simplicidad de los elementos usados en la formación de palabras compuestas. Debido a esto, las primeras palabras compuestas consisten en combinaciones de palabras sencillas con las que están familiarizadas y que son transparentes en su significado.

Sin embargo, el trabajo exclusivo de palabras compuestas con esta característica puede llevar a una idea equivocada basada en la conclusión de que el significado de una palabra compuesta equivale a la suma de los significados de esas palabras de forma aislada, como se ha explicado en el apartado relativo a la formación de palabras compuestas (ver p.21), De aquí que sería conveniente incluir alguna palabra compuesta cuyo significado no pueda ser predicho por las palabras que la forman.

Como puede observarse, hay ciertas actividades en las que son los alumnos quienes deben formar nuevas palabras mediante el uso de los diferentes afijos aprendidos. No obstante, no deben ser ellos los que formen las palabras hasta que no hayan trabajado con palabras que contienen esos afijos y han comprendido las reglas de formación de palabras con esos afijos determinados y el significado de los mismos. Esto es debido a que el conocimiento del significado de los afijos es un prerrequisito a la hora de que los alumnos sean capaces de utilizar estos afijos para formar nuevas palabras.

En cuanto a los procesos de enseñanza-aprendizaje utilizados, vemos cómo a lo largo de las diferentes actividades hemos utilizado las tres metodologías explicadas: enseñanza explícita, enseñanza implícita y aprendizaje autónomo o independiente. Cada uno de estos estilos proporciona una serie de beneficios a los alumnos, por lo que no hay uno que sea más adecuado que el resto, sino que como se ha desarrollado, son complementarios.

Por otra parte, este proceso apoya la teoría constructivista en la que en un principio se pretendía englobar la propuesta, ya que las actividades y palabras trabajadas siguen un proceso en el que partiendo de los conocimientos previos de los alumnos, se van trabajando nuevos procesos que suponen un enriquecimiento de sus habilidades lingüísticas.

Otra de las características que apoya este enfoque constructivista es que los alumnos son los principales agentes en las actividades, siendo ellos los que las realizan, jugando

ellos con las palabras y siendo conscientes de sus necesidades y progresos. El papel del profesor queda reducido al de guía a lo largo del proceso de enseñanza-aprendizaje.

En relación con la metodología aplicada, podemos observar que se da tanto un proceso de enseñanza-aprendizaje explícito, como

Por último, en cuanto a la idea que defiende que el trabajo con los afijos y las palabras compuestas supone una mejora en la comprensión lectora quizás no quede muy reflejado en la propuesta y tampoco se ha hecho un estudio que lo pueda verificar. Esto no quiere decir que no sea así, pero por el limitado tiempo del que se ha dispuesto no se han podido llevar a cabo actividades que reflejaran este aspecto, ni encuestas a alumnos y profesores que demostraran o no su validez.

CONCLUSIONES

Uno de los condicionantes que me llevaron a elegir el tema de este trabajo fue mi convicción de que una especial atención a los elementos morfológicos que contribuyen a la formación de palabras puede expandir considerablemente el vocabulario de los alumnos. Así pues, la realización de este trabajo me ha permitido profundizar sobre los conocimientos en el campo de la morfología y comprobar que su estudio no sólo contribuye a una expansión del vocabulario, sino que además es de gran utilidad en otras habilidades y destrezas necesarias para desarrollar la competencia comunicativa, que es la finalidad del aprendizaje de las lenguas.

Una vez acabado este estudio, puedo confirmar que la formación de palabras es un recurso básico en cualquier idioma, y su trabajo en el aula puede conllevar numerosos beneficios para los alumnos, entre los cuales está evidentemente la ampliación del léxico.

En primer lugar, la explotación de los procesos de formación de palabras contribuye al desarrollo de valiosas competencias básicas para los alumnos. Por un lado, permite fomentar la autonomía en el aprendizaje. Mediante la práctica de numerosas estrategias como el uso del diccionario y conocimiento de diferentes sufijos, prefijos y raíces, los alumnos son capaces de inferir el significado de palabras desconocidas. De la misma forma, con estos conocimientos los alumnos serán capaces de formar palabras mediante los procesos de sufijación, derivación y composición sin necesidad de acudir al diccionario para encontrar la palabra deseada.

Por otro lado, este desarrollo de la autonomía y de la independencia de los alumnos implica el desarrollo de la competencia básica “aprender a aprender”, la cual supone adquirir ciertas destrezas y capacidades que permitan a los estudiantes ser conscientes de sus propios procesos de aprendizaje.

Además, si analizamos el currículum de lengua castellana, podemos observar que se trabajan precisamente los mismos elementos que han sido desarrollados en este trabajo: la utilización de procedimientos de derivación para juzgar sobre la correlación de palabras, la expansión del vocabulario por medio del uso de campos semánticos, las

familias de palabras, los procedimientos de derivación y composición, la utilización del diccionario para obtener diversas informaciones y el uso de habilidades y procedimientos tales como la observación y la reorganización para la adquisición de léxico.

Esta complementariedad entre las lenguas es un fiel reflejo de que tanto las habilidades desarrolladas como los conocimientos adquiridos por los alumnos en su lengua materna son una base para el desarrollo de estos mismos aspectos en una lengua extranjera.. Este matiz es el mismo que desarrolla el programa de Tratamiento Integrado de las Lenguas, que subraya la necesidad de un trabajo coordinado entre las lenguas presentes en el currículum de primaria. Esto supondrá una transferencia de conocimientos, estrategias y procedimientos de una lengua a otra.

Del mismo modo, dentro de cada lengua, las habilidades lingüísticas (hablar, leer, escribir y escuchar) no funcionan aisladas, sino que se integran y relacionan entre sí para conseguir la comunicación. Es por ello su enseñanza debe ser también integrada. La integración de las cuatro principales destrezas de las lenguas es imprescindible, precede y acompaña al tratamiento integrado de las lenguas.

Es por ello que este trabajo ha tratado de enmarcar los procesos de formación de palabras dentro de un enfoque comunicativo que viene dado por un trabajo conjunto de las destrezas. Mediante la realización de las diferentes actividades se han integrado elementos como la fonética, la producción de frases, la comprensión de textos etc.

Si observamos la propuesta didáctica podemos concluir que ésta plantea la posibilidad de trabajar la morfología tanto de manera implícita como explícita y cabe destacar que se sugiere su explotación realizando actividades que integran las principales destrezas lingüísticas: comprensión lectora, fonética, producción escrita...

Además, es preciso matizar que todas estas actividades están planteadas para ir las desarrollando a lo largo de un curso académico, no dedicándoles una serie de sesiones específicas para su realización, sino trabajándolas de forma continuada. Así pues, debemos considerar la morfología como la *base* de un aprendizaje que continuará a lo largo de todo un proceso. Podemos decir que trabajar la formación de palabras desde la educación primaria permitirá que los alumnos desarrollen estas habilidades en un

futuro, lo que les facilitará su progresión en el estudio de las diferentes lenguas. Este proceso no durará tan sólo uno o dos cursos, sino que se trata de que sea un aprendizaje que continúe a lo largo de la escolarización del alumno y que le sirva para toda la vida.

Por último, gracias al desarrollo de este trabajo he podido analizar también una serie de libros de texto que se utilizan habitualmente en el aula. Tras su estudio, puedo concluir que se observa una escasa atención a actividades relacionadas con la enseñanza del léxico a través de procesos tan comunes como la prefijación, la sufijación o la formación de palabras compuestas. Como hemos explicado anteriormente, no se trata de incluir por ejemplo una sección en cada tema dedicada a la morfología, sino de plantear actividades que tengan en consideración estos procesos, y que permitan crear en los alumnos una conciencia lingüística que les permita de esta forma enriquecer su aprendizaje.

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